

Name: Desiree  
Date of Birth: July 21, 1985

Desi is a sophomore at a private day school. She has been diagnosed with a severe learning disability characterized by an inability to transfer learning to new situations, very poor short-term memory, and a limited ability to imagine or visualize. She was not identified until the 8<sup>th</sup> grade but had extremely frustrated by, and increasing intolerant of, any academic demands placed on her. She began to react with angry outbursts including screaming, swearing, and throwing objects when frustrated or confused. These outbursts have increased steadily over the past 3 years and can occur with little or no warning. She was recently suspended for throwing a chair at a teacher who was helping another student. Desi is currently being seen by a psychologist on a biweekly basis for treatment of posttraumatic stress disorder (PTSD).

Desi reads well but often has difficulty with comprehension. She is not able to draw inferences, make predictions, or understand cause and effect. These same issues apply to social situations as well. When Desi feels safe she presents as bright and charming but she misreads social cues and is unable to empathize with others.

Desi is the youngest of 3 children. She lives with her mother and father who are both professors at the local university. Her brother and sister are 18 and 20 years older than Desi, respectively. Both her siblings are lawyers. The expectation has always been that Desi will go to college and work at a profession. She says she would like to be a manicurist.

Desi states that she would like to live in an apartment with a roommate but cannot name any friends. She is expected to complete simple chores at home such as cleaning her room and making her bed. She has never cooked or done laundry by herself. Because she gets lost easily, walking and using public transportation is very challenging. She is usually driven to school by her mother or cabbied. Her parents give her a small allowance and have established a trust fund that she may access when she completes college or turns 25.

Desi spends a lot of time on homework, with coaching by her parents. In her free time, she enjoys looking at fashion magazines, listening to music and watching television.

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Student Name <b>Desi</b>		Date of Meeting <b>February 6, 2002</b>	
<b>Student Demographics</b>			
DOB <b>July 21, 1985</b>	Age <b>16</b>	Grade <b>10</b>	Home Language <b>English</b>
School of Residence <b>Likealot School</b>		School of Attendance <b>Patch School</b>	Language of Instruction <b>English</b>
Parent/Guardian <b>Drew</b>	Home Address <b>16320 Airey Way</b>	Home Phone <b>520-522-5405</b>	Work Phone <b>520-522-4302</b>

<b>IEP Team Meeting Participants §300.344(a)(1-7)</b>		
Role	Name	Date
Student	<b>Desi</b>	<b>2/6/02</b>
Parent/Guardian/Surrogate	<b>Drew</b>	<b>2/6/02</b>
LEA Representative	<b>Lisa</b>	<b>2/6/02</b>
Special Education Teacher	<b>Patsy</b>	<b>2/6/02</b>
Regular Education Teacher	<b>Matt</b>	<b>2/6/02</b>
Individual to interpret the results of the evaluation	<b>Tracey</b>	<b>2/6/02</b>
Agency Representative <b>Director of Special Education, Likealot School</b>	<b>Maxine</b>	<b>2/6/02</b>
Interpreter _____ language		
Other <b>Guidance Counselor</b>	<b>Harriett</b>	<b>2/6/02</b>
Other <b>Human Services Specialist, Behavioral Health Services</b>	<b>Martha</b>	<b>2/6/02</b>

**Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).**

Desi has expressed an interest in becoming a manicurist. She wants to live with a friend in an apartment. She enjoys watching television, listening to music, and reading magazines in her free time. Desi will need to enroll in a vocational training program to obtain a license to become a manicurist.

**Present Levels of Educational Performance (PLEP)**

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Desi presents herself very well when in situations and environments where she feels comfortable. She opens up to people when she feels safe.

Desi reads well, functioning at the high Essentials level of the Arizona Academic Standards. She does have difficulty with comprehension and benefits by having reading assignments and tests broken down into manageable sub-sections. Desi has some self-direction, such as in her ability to complete chores independently at home. She cleans her room and makes her bed. Desi wants to live in an apartment with a friend but beyond cleaning her room, Desi has not had a lot of exposure to other daily living skills, such as cooking, cleaning, or basic home repair. She would benefit from courses that would prepare her for independent living.

Desi benefits from having assignments and tasks written down for her as she has poor short-term memory. She also has a difficult time generalizing information. For instance, if Desi learns how to read a menu at Burger King, she does not show the same competence at Denny's as the layout of the menu, the text, and the quantity of information is much different. This frustrates Desi to the point that she has withdrawn from her peers and gets jealous when teachers help other students.

Another area of concern is Desi's spatial reasoning skills. She has a difficult time using public transportation, as she gets lost easily, despite taking the same route every day to school. Desi's mom prefers to drive Desi or pay for a cab to ensure her daughter's safety. Desi would benefit from orientation and mobility training.

Desi has a strong desire to work with people in a beauty salon. She enjoys getting her nails painted and would like to pursue a job as a manicurist. Desi has never had a job before and would benefit from career exploration and other vocational assessments to confirm being a manicurist as an appropriate employment goal.

**Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:**  
§300.347 (7)(b)(1)

Age: 16 School Year: '01-'02	Age: 17 School Year: '02-'03	Age: 18 School Year: '03-'04	Age: _____ School Year: _____	Age: _____ School Year: _____
Resource English	Resource English	Resource English		
Resource Math	Resource Math	Consumer Education		
Social Skills training	Daily Living Skills	Daily Living Skills		
Career Exploration	Orientation and Mobility training/Anger Management	Personal Management		
Physical Education/Music	Music/Home Economics	Off campus work experience in manicurist salon		
Earth Science	On-campus work experience—customer service skills in front office			
Additional Educational Opportunities:				
<b>Work with mentor from Valley Big Brother Big Sister; Obtain part-time summer employment in full-service beauty salon.</b>				
<b>Cooking with family members to assist with acquisition of independent living – one night with father, one night with each older sibling.</b>				
<b>Desi will also be given two household chores, varying each week, to complete.</b>				

**Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)**

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

- ☒ Yes, Date: February 6, 2002
- ☐ Guardianship legally held by other \_\_\_\_\_

Student Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Apply for internship in full-service beauty salon *Enroll in self-advocacy and self-awareness course *Training in orientation and mobility	*Desi, School *Desi, Independent Living Center *Desi, Independent Living Center, Behavioral Health	*School, employer providing internship *Independent Living Center *Independent Living Center, Behavioral Health
Community Experiences:	*Tour apartments for rent and meet with potential landlords *Investigate opportunities for socialization training in the community	*Desi, parents *Desi, psychologist, school Guidance Counselor	*Parents *Parents, School
Employment:	*Explore summer employment through One Stop Center Summer Youth Program *Meet with VR to determine eligibility *Conduct 3 job shadowing experiences in field of interest	*Desi, Arizona One Stop Career Center *Desi, parents, VR *Desi, School	*There is no expense to access the One Stop Center *VR-there is no expense to apply *School
Related Services:	*Provide parent counseling on disability awareness *Counseling for behavioral and social needs	*parents, AZ Dept. of Education Parent Information Network Specialist *Desi, Human Services Coordinator	*ADE *Dept. Behavioral Health Services
Post-secondary training and Adult Living:	*Meet with social worker to discuss interpersonal skills development *Investigate vocational training sites for certification in being a manicurist *Meet with a financial advisor for financial planning and management of trust	*Desi, Human Services Coordinator *Desi, Guidance Counselor *Desi, parents	*Dept. Behavioral Health Services *School *Parents
Daily Living (if appropriate):	*Learn to operate a washer and dryer *Take a cooking course *Develop a network of informal supports	*Desi, parents *Desi, community college *Desi, parents	*Parents *Parents *Parents
Functional Vocational Evaluation (if appropriate):	*Complete CHOICES to confirm vocational interest *Develop vocational profile based upon functional information	*Desi, School *Desi, United Cerebral Palsy of Central and Northern Arizona	*School *Parents

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**Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)**

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Mentoring	Valley Big Brother Big Sister	Desi, guidance counselor – April '02	Upon assignment of Big Sister	Mentoring and a positive role model
'01-'02 '02-'03 '03-'04	Counseling for behavioral and social needs	Behavioral Health Services	March '02-ongoing	March '02 – ongoing	Counseling to improve behavior and increase socialization skills
'01-'02	Summer employment	Arizona One Stop Career Center, Job Services Counselor	Desi, parents – April '02	June – August '02	Part-time employment in field of interest through Summer Youth Work Program
'02-'03	Vocational Profile	UCP of Central and Northern Arizona	parents, September '02	September '02 – December '02	Vocational profile to determine preferences, conditions, and contributions of employment
'02-'03	Cooking classes	Community College	Desi, parents April '03	June '03 – August '03	Summer course to learn cooking techniques
'03-'04	Eligibility Determination	Vocational Rehabilitation	Parents and Desi, Fall 2003	Upon determination of eligibility	Job development and placement assistance

**If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.**

VR was invited to attend the meeting. However, they were unwilling to come to the IEP meeting until Desi was closer to exiting high school and ready to enter full-time employment. They will send to the school information on eligibility and Vocational Rehabilitation services. Desi and her parents will contact VR to schedule an appointment in the fall of her last year of school.